
**2003-2004 No Child Left Behind—Blue Ribbon Schools Program
Cover Sheet**

Name of Principal Mrs. Linda Batz

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Chatham High School

(As it should appear in the official records)

School Mailing Address 255 Lafayette Avenue

(If address is P.O. Box, also include street address)

Chatham

City

NJ

State

07928-1896

Zip Code+4 (9 digits total)

Tel. (973) 635-9075Fax (973) 635-8670Website/URL www.chatham-nj.org/coin/chs2/index.htmlE-mail lbatz@chatham-nj.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent Mr. James O'Neill

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name School District of the ChathamsTel. (973) 635-5656

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board

President/Chairperson Mr. Gerald J. Helfrich

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:

4 Elementary schools
1 Middle schools
 _____ Junior high schools
1 High schools
 _____ Other (Briefly explain)

6 TOTAL

2. District Per Pupil Expenditure: \$10,067*

 Average State Per Pupil Expenditure: \$10,138*
 *Per Pupil Expenditure as reported in 2002-2003
 New Jersey School Report Card

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☒ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 4 Number of years the principal has been in her/his position at this school.

 _____ If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K					7			
1					8			
2					9	120	104	224
3					10	104	103	207
4					11	110	96	206
5					12	104	101	205
6					Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →								842

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| <u>92.9</u> | % White |
| <u>0.5</u> | % Black or African American |
| <u>3.0</u> | % Hispanic or Latino |
| <u>3.6</u> | % Asian/Pacific Islander |
| <u>0</u> | % American Indian/Alaskan Native |
| 100% Total | |

7. Student turnover, or mobility rate, during the past year: 1%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	8
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	3
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	11
(4)	Total number of students in the school as of October 1	763
(5)	Subtotal in row (3) divided by total in row (4)	.01
(6)	Amount in row (5) multiplied by 100	1

8. Limited English Proficient students in the school: .5 %
4 Total Number Limited English Proficient

Number of languages represented: 3
Specify languages: Spanish, Russian, Turkish

9. Students eligible for free/reduced-priced meals: .4 %

3 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 17 %
145 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>1</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>16</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>108</u> Specific Learning Disability
<u>2</u> Hearing Impairment	<u>0</u> Speech or Language Impairment
<u>1</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>5</u> Multiple Disabilities	<u>0</u> Visual Impairment Including Blindness
<u>11</u> Emotionally Disturbed	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>4</u>	<u>5</u>
Classroom teachers	<u>56</u>	<u>8</u>
Special resource teachers/specialists	<u>7</u>	<u>7</u>
Paraprofessionals	<u>1</u>	<u>1</u>
Support staff	<u>17</u>	<u>1</u>
Total number	<u>85</u>	<u>22</u>

12. Average school student-“classroom teacher” ratio: 14

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	95.3	94.8	95.2	95.5	95.3
Daily teacher attendance	97.5	97.1	97.4	97.4	97.7
Teacher turnover rate	12.1	18.0	11.5	17.0	12.5
Student dropout rate	.5	.5	.1	.4	0
Student drop-off rate	.4	1.5	.9	.7	1.1

14. (**High Schools Only**) Show what the students who graduated in Spring 2003 are doing as of September 2003.

Graduating class size	150
Enrolled in a 4-year college or university	89.3%
Enrolled in a community college	8.0%
Enrolled in vocational training	.7%
Found employment	2.0%
Military service	0%
Other (travel, staying home, etc.)	0%
Unknown	0%
Total	100 %

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school's mission or vision in the statement.

Chatham High School draws students from Chatham Borough and Chatham Township, communities that total approximately 17,500 residents. Most members of the community are college graduates employed in professional or managerial occupations in metropolitan New York City. Chatham's students expect a rigorous academic program that will enable them to attend the most prestigious colleges and universities in the United States. Chatham's diverse curriculum includes traditional core content courses with honors programs in English, mathematics, science, social studies, and world language and electives in art, music, theater, computer education, technology, and health and physical education. Cooperative education and vocational courses are available in shared-time programs. The school also offers a complete spectrum of programs to successfully address students with special needs. AP classes are open to students who are willing to accept the challenge of college curricula while in high school. AP United States and European History, Psychology, Biology, Chemistry, Physics, Calculus, Computer Science, English, French, German, Spanish, and Studio Art are offered. Ninety-three percent of the students taking the AP tests in 2003 scored 3 or better, and SAT scores averaged 578 verbal and 590 in mathematics.

The creation of a new instructional media center, ten state-of-the-art science laboratories, new music facilities, and twenty-three renovated classroom spaces recently enhanced Chatham's comprehensive curriculum. Upgrades in technology occurred simultaneously, affording students access to the Internet throughout the high school and individual e-mail accounts on the school's "First Class" system. Students can select eight courses, but only six meet in a given day in a four-day rotational cycle with hour-long periods and a common lunch. The newly configured day enables students to engage in more hands-on experiences and affords teachers tutorial opportunities at lunch. Many seniors take advantage of this flexible schedule to engage in independent study and mentorships with hospitals, schools, the judicial system, and numerous prominent businesses in the area.

More than half of the school population is involved in either vocal or instrumental music, and 574 students participate in twenty-six (thirteen male and thirteen female) sports over three seasons. Parents in booster organizations contributed over \$75,000 last year to student activities and athletics through fund-raisers. They volunteer in all aspects of school life helping run "Cougar weekends," senior breakfasts, picnics, monthly newsletters, and many other events that create a feeling of "family" on campus. The commitment of the entire educational community to support the school's vision cannot be overemphasized. The mission of Chatham High School is to provide all students with a broad array of learning experiences that will empower them to become critical and creative thinkers who can make informed decisions about their lives and contribute meaningfully to their communities. The educational partnership of students, teachers, administrators, staff, and community members is dedicated to providing the resources necessary to inspire students to recognize the importance of intellectual curiosity, creativity, personal integrity, physical well being, social responsibility, and cultural appreciation.

PART IV – INDICATORS OF ACADEMIC SUCCESS

- 1. Describe in one page the meaning of the school’s assessment results in reading (language arts or English) and mathematics in such a way that someone not intimately familiar with the tests can easily understand them.**

New Jersey students have to fulfill state and local graduation requirements and a high-stakes assessment to graduate from high school. The High School Proficiency Test (HSPT) was replaced by the High School Proficiency Assessment (HSPA) in 2001-2002. The HSPT measured essential skills in reading, writing and mathematics. Scores were reported as “pass” or “not pass.” Graduation was contingent upon students’ achieving a score of 300 out of 500 possible points in each of the three subject areas. The HSPT was administered to grade 11 students in October and retakes occurred in March/April of grade 11 and October of grade 12. A Special Review Assessment (SRA) was completed for any student not able to demonstrate proficiency in one or more of the three subject-area tests after the fall of grade 12.

The High School Proficiency Assessment (HSPA) was created to align with new assessments for elementary (ESPA) and middle school students (GEPA). These tests measure students’ mastery of the New Jersey Core Curriculum Content Standards. In March 2002, HSPA Language Arts Literacy and Mathematics was administered. Results are reported as Partially Proficient (100-199), Proficient (200-249) and Advanced Proficient (250-300). Students scoring in the lowest level, Partially Proficient, are considered to be below the state cut-off for passing. A student who does not pass one or more sections is provided with support, tested again in October of grade 12, and given a Special Review Assessment.

- 2. Show in one-half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.**

Assessment data is used to place 8th graders into 9th grade English, science, and math classes. Students’ standardized test scores and daily performance records are evaluated to ensure correct placement in a tiered curriculum that includes honors and two levels of college preparatory courses. Students enrolled in high school courses are expected to meet prerequisites for mastery before moving to the next level of instruction. Standardized tests may also affect a student’s schedule. Students scoring below “proficient” on the New Jersey State assessment tests in math or English are placed in a class (small group instruction) for intensive, individual remediation. Supervisors regularly attend workshops sponsored by the State Department of Education to ensure that our curriculum aligns with New Jersey core content standards that are assessed on the High School Proficiency Assessment. Advanced Placement test results are also evaluated annually for necessary curricular adjustments. Finally, quarterly grade distribution reports are given to administrators and staff for review. These reports show student achievement by grade level, teacher, and course. Supervisors meet with staff to discuss the results and evaluate the overall effectiveness of the curriculum. The entire assessment process is on-going and responsive to the community’s high expectations for our high school graduates.

3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.

Chatham High School teachers communicate regularly with parents. In addition to quarterly report cards, interim notices of achievement are sent home; and teachers are in touch via e-mail and telephone. Several teachers have developed web sites that post upcoming assignments and tests. Annual reports on the results of HSPA, PSAT, SAT and AP standardized testing are presented in public sessions to the Board of Education, showing progress over past years and comparing school results to State and National averages. Another Board of Education session is dedicated to a report on the success of the previous year's graduates—to include college acceptance and test results. Annual building objectives are tied to student achievement and are communicated to the staff and Board in public session. Press releases publishing the honor roll, National Honor Society and world languages honor society inductions, and ceremonies for "Bell Award" recipients (most improved and dedicated) are all designed to share Chatham's successes. The PTO newsletter publishes results of math, science, and computer league competitions, fine and performing arts programs, and athletics. Two additional awards presentations highlight individual students' accomplishments as well. A state school "report card," comparing Chatham to schools of similar demographics and state averages, provides a comprehensive examination of the school's success. This document is distributed to parents and reported in the press. Annual conferences with school counselors help parents chart their child's progress in a personal way, making sure each student is seen as an individual worthy of success.

4. Describe in one-half page how the school will share its successes with other schools.

Chatham High School will continue to welcome visitations and host representatives from other districts to view its state-of-the-art facilities and programs. Our web site provides a convenient way to share our story. Our school profile is shared with colleges and universities, reflecting our accomplishments. We partner with local area colleges and universities in a variety of ways. The courses we offer at ETTC (Educational Technology Training Center) bring many visitors to campus. The school principal is a member of the Iron Hills Board of Control and an eligibility committee member for NJSIAA (New Jersey State Interscholastic Athletic Association). Both venues include a network of principals who meet for discussions on educational issues. We have participated in evaluating applicants for the State's Best Practices program and Governor's Awards performances. Our Director of Student Personnel Services is an active participant in the Morris County Directors of Guidance; our media specialist belongs to the American Library Association; and administrators are active members of NASSP, ASCD, NJPSA and the Morris County Educators Association. Administrators and staff are more than willing to present workshops to colleagues in their various professional affiliations. The school is actively involved in the Middle States Association of Secondary Schools and Colleges and is a member of The College Board. Because the district supports professional development, funding for visitations to other schools or conventions is available.

PART V – CURRICULUM AND INSTRUCTION

- 1. Describe in one page the school's curriculum. Outline in several sentences the core of each curriculum area and show how all students are engaged with significant content based on high standards. Include art and foreign languages in the descriptions (foreign language instruction as a part of the regular curriculum is an eligibility requirement for middle, junior high, high schools, and elementary schools in grades seven and higher).**

Chatham High School has a comprehensive curriculum. In addition to regular curricular offerings, students may engage in independent study projects or shared time classes with Morris County School of Technology. Each department prides itself on the development of students' critical thinking skills, problem solving, and "real-life" applications of theory. Teacher observations and evaluations are directly related to students' attainment of these skills. Core curricular areas offer instruction at varied levels including Advanced Placement. The English department curriculum is designed to develop students' reading, writing, listening, speaking, and viewing skills. Student-centered discussions bolster analytical skills and teach students to be careful listeners and precise, articulate speakers. Challenging multi-genre literature, composed of classic and modern texts, is infused throughout the four-year curriculum. Most students of mathematics enter having completed Algebra I. Other courses are offered, but the majority move through geometry as freshmen, Algebra II as sophomores, pre-calculus as juniors and calculus or AP Calculus as seniors. Many students take at least four years of math, including electives in probability and statistics, discrete math, and logic. Students in science use technology to enhance laboratory activities that include peer collaboration and long-term projects. Many take four or five science courses and explore electives in aviation science and environmental studies. Approximately 93% of seniors are enrolled in physics. Freshman world studies is a heterogeneously-grouped social studies course. As sophomores, students may be placed in an honors track of US History I, followed by a similar set of selections for US History II that adds an Advanced Placement option. Seniors may also elect AP European History, and a variety of electives are open to juniors and seniors with courses in AP Psychology, holocaust and genocide, or international relations. The world language department offers sequential study in French, German, Spanish, and Latin. A computer-based language learning center promotes active participation in language acquisition, and teachers emphasize practical proficiency in both interpreting and producing spoken and written language. Over 50% of our students are enrolled in music education. Our state of the art MIDI (Musical Instrument Digital Interface) lab is fully utilized to teach music theory and keyboard instruction. Art classes range from experiencing art to AP Studio Art, and an annual show takes place each spring. Our technology and business departments focus on challenging courses such as robotics, web site management, architecture, computer-aided drafting, personal finances, and accounting. Students in family and consumer science study foods and nutrition. A young child program includes a laboratory pre-school run by the students. Advanced classes in theater help hone the talents of our thespians who produce two major productions. All courses are aligned with the state standards and core course proficiencies and come before the Board for annual review. Extensive summer curriculum work enhances the curriculum with new content and courses designed to meet the ever-changing needs of our high-performing students.

2. **(Elementary Schools)** Describe in one-half page the school's reading curriculum, including a description of why the school chose this particular approach to reading.

(Secondary Schools) Describe in one-half page the school's English language curriculum, including efforts the school makes to improve the reading skills of students who read below grade level.

The reading and writing components of the English curriculum are chiefly analytic and expository, designed to develop critical thinkers and communicators. Freshmen study mythology and world literature. Sophomore and junior years are comprised of American literature from the Puritan era through the postmodern period. Senior year focuses on British and world literature. Students may select two semester courses with titles such as The Classic Thriller, Detective Fiction, Literature of the Holocaust and Genocide, and Wit, Irony, and Satire or year-long courses at the honors or AP level.

The English department is dedicated to making the study of literature and language accessible to all students, using a variety of auditory, visual, and oral stimuli. Instructors draw connections to students' lives to help them grasp the ideas of a text. A designated reading and writing workshop, which normally has only six to eight students, provides individual tutoring and differentiated instruction for students who read below grade level. Using Kurzweil software and a computer, reading-deficient students can listen to a text as they read it. The Orton/Gillingham reading program, particularly effective with dyslexic students, uses a multisensory approach to help readers to decode words. Below-average readers have a separate study skills class, designed to provide individualized instruction. All students have access to technology to enhance writing and research skills.

3. **Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.**

Chatham High School's science department promotes a solid foundation in all areas of the discipline. Courses run the gamut from conceptual to honors levels, with AP courses in biology, chemistry, and integrated physics-calculus that draw equal numbers of male and female students. Most freshmen are enrolled in earth science; but advanced students may opt for honors biology, affording them the option of taking more advanced science in later years.

Consistent with our mission, students are exposed to a broad array of learning experiences, requiring critical and creative thinking. In earth science, students experience GLOBE school for earth science, maintain an AWS Weather Net, and explore the Great Swamp and Sandy Hook, NJ. Biology students participate in Liberty Science Center's Cardiac Classroom where they view live cardiac bypass surgery via interactive video. Chemistry courses cover basic chemistry-related technological issues that are relevant to the community and society as well as advanced concepts dealing with energy, chemical reactions, and Atomic Theory. Physics students develop an understanding of physical phenomena by participating in several applied physics competitions during the year.

Staff designed, state-of-the-art, spacious classrooms provide an ideal atmosphere for learning that allows students to move from traditional classroom instruction supported by technology to laboratory experiences. Each year students are Governor's School finalists in science, engineering, and the environment. Vast scientific community resources provide for extensive partnerships between Chatham High School and local professionals.

4. Describe in one-half page the different instructional methods the school uses to improve student learning.

“First Class,” our technology-based communications system, allows students and teachers to communicate individually or in groups beyond the school day. Students engage in guided research and web quests where they can interact with members of the National Earth Science Association or connect to interactive sites to grade homework. In music theory and language lab activities, students are addressed individually, in groups, or as a whole class, allowing teachers to partner students with appropriate peers. The most dramatic change for all students and staff occurred with a reconfiguration of the daily schedule, which allowed students to select the same number of courses while increasing daily instructional time from 43 minutes to 57 minutes. Teachers employ more varied activities and performance-based assessments and have time to interact with individual students. In addition, a common lunch provides time for teachers to meet with students for extra help or for students to use the instructional media center or technology lab. The librarian assists individuals with research, and groups of students collaborate with peers on projects. Every course provides multiple assessments, from traditional tests and quizzes to exciting overnight biology trips in the Pocono Mountains, participation in mock trials in social studies, or engineering competitions for physics classes. Physical education classes allow student choices that run the gamut from weight training to team-building experiences. Teacher observation and evaluation documents are directly linked to the teacher’s ability to demonstrate multiple means of assessment and employment of differentiated instruction.

5. Describe in one-half page the school’s professional development program and its impact on improving student achievement.

The school district fully supports professional development activities, with money set aside to offset the cost of graduate programs in a teacher’s field of expertise, in-service days that are planned jointly by teachers and administrators, and site budgets that allow every staff member to attend workshops. Supervisors are encouraged to support teachers’ requests to attend state and national conventions and other important training sites, such as Advanced Placement Institutes. Teachers serve as mentors for new staff, and school technology assistants offer courses on a wide range of computer resources. Transition training takes place at new teacher institutes run by district personnel three days prior to the opening of school and during the year. Summer curriculum work includes collaboration among colleagues for language lab or MIDI lab instruction as well as traditional curriculum work. The librarian trains students and teachers in the use of the instructional media center. The district supports staff attendance at all State Department briefings, and supervisors are encouraged to join state and national professional associations. Ideas gleaned from teachers’ participation in these training opportunities are used to improve instruction. Department meetings are often devoted to presentations by teachers. County-sponsored courses are also available to staff, where teachers can learn how to implement effective teaching strategies in their classrooms. Teachers are expected to earn advanced degrees in their area of expertise and continue to learn how to apply technology to improve instruction.

RESULTS FOR STATE CRITERION-REFERENCED TESTS

Grade: 11 **Test:** 1998-2001 High School Proficiency Test (HSPT)
2001-2003 High School Proficiency Assessment (HSPA)

Edition/Publication year: Annual **Publisher:** New Jersey Department of Education

Number of students in the grade in which the test was administered: (Reading, Mathematics, Writing)

<u>High School Proficiency Test (HSPT)</u>		<u>High School Proficiency Assessment (HSPA)</u>	
1998-1999	162	2001-2002	153
1999-2000	166	2002-2003	204
2000-2001	177		

Number of students who took the test:

Reading

<u>High School Proficiency Test (HSPT)</u>		<u>High School Proficiency Assessment (HSPA)</u>	
1998-1999	159	2001-2002	153
1999-2000	163	2002-2003	204
2000-2001	174		

Mathematics

<u>High School Proficiency Test (HSPT)</u>		<u>High School Proficiency Assessment (HSPA)</u>	
1998-1999	159	2001-2002	153
1999-2000	162	2002-2003	204
2000-2001	174		

Writing

<u>High School Proficiency Test (HSPT)</u>		<u>High School Proficiency Assessment (HSPA)</u>	
1998-1999	159	2001-2002	153
1999-2000	163	2002-2003	204
2000-2001	174		

What groups were excluded from testing? Why, and how were they assessed?

Students were not excluded from High School Proficiency Assessment (HSPA) testing. A small percentage of students (1.7%-2.4%) were exempted from passing the High School Proficiency Testing (HSPT) in compliance with state guidelines for students whose Individualized Education Plan (IEP) described alternate ways of measuring proficiency.

Number excluded: (Reading)

Percent Excluded: (Reading)

<u>High School Proficiency Test (HSPT)</u>		<u>High School Proficiency Test (HSPT)</u>	
1998-1999	3	1998-1999	1.9%
1999-2000	3	1999-2000	1.8%
2000-2001	3	2000-2001	1.7%

Number excluded: (Mathematics)High School Proficiency Test (HSPT)

1998-1999	3
1999-2000	4
2000-2001	3

Percent Excluded: (Mathematics)High School Proficiency Test (HSPT)

1998-1999	1.9%
1999-2000	2.4%
2000-2001	1.7%

Number excluded: (Writing)High School Proficiency Test (HSPT)

1998-1999	3
1999-2000	3
2000-2001	3

Percent Excluded: (Writing)High School Proficiency Test (HSPT)

1998-1999	1.9%
1999-2000	1.8%
2000-2001	1.7%

**Number excluded:
Reading, Mathematics, and Writing**High School Proficiency Assessment (HSPA)

2001-2002	0
2002-2003	0

**Percent Excluded:
Reading, Mathematics, and Writing**High School Proficiency Assessment (HSPA)

2001-2002	0%
2002-2003	0%

New Jersey students have to fulfill State and local graduation requirements and a high stakes assessment to graduate from high school. The High School Proficiency Test (HSPT) was replaced by the High School Proficiency Assessment (HSPA) in 2001-2002. The HSPT measured essential skills in reading, writing and mathematics. Scores were reported as “pass” or “not pass.” Graduation was contingent upon students’ achieving a score of 300 out of 500 possible points in each of the three subject areas. The HSPT was administered to grade 11 students in October and retakes occurred in March/April of grade 11 and October of grade 12. A Special Review Assessment (SRA) was completed for any student not able to demonstrate proficiency in one or more of the three subject area tests after the fall of grade 12.

The High School Proficiency Assessment (HSPA) was created to align with new assessments for elementary (ESPA) and middle school students (GEPA). These tests measure students’ mastery of the New Jersey Core Curriculum Content Standards. In March 2002, HSPA Language Arts Literacy and Mathematics was administered. Results are reported as Partially Proficient (100-199), Proficient (200-249) and Advanced Proficient (250-300). Students scoring in the lowest level, Partially Proficient, are considered to be below the state cut-off for passing. A student, who does not pass one or more sections, is provided with support, tested again in October of grade 12 and given a Special Review Assessment.

RESULTS FOR STATE CRITERION-REFERENCED TESTS

Display Table **Reading** **1998-2001* High School Proficiency Test (HSPT)**
(LAL combines Reading and Writing) **2001-2003** High School Proficiency Assessment (HSPA)**

Please Note: Students in 2002- 2003 still have an opportunity to be retested this year.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	3/03**	3/02**	10/00*	10/99*	10/98*
SCHOOL SCORES					
% At or Above Basic	100	100	n/a	n/a	n/a
% At or Above Proficient	95.6	96.7	100	100	100
% At Advanced	44.1	39.5	n/a	n/a	n/a
Number of students tested	204	153	174	163	159
Percent of total students tested	100	100	98.3	99.4	98.1
Number of students excluded	0	0	3	3	3
Percent of students excluded	0	0	1.7	1.8	1.9
School Mean Score	242.4	246.9	410.0	420.7	413.0
SUBGROUP SCORES					
1. Special Education					
% At or Above Basic	100	100	n/a	n/a	n/a
% At or Above Proficient	88.5	89.2	100	100	100
% At Advanced	23.1	7.1	n/a	n/a	n/a
Number of students tested	26	28	25	27	12
2. Limited English					
% At or Above Basic	100	100	n/a	n/a	n/a
% At or Above Proficient	100	100	100	100	100
% At Advanced	0	0	n/a	n/a	n/a
Number of students tested	1	2	2	1	2
3. White					
% At or Above Basic	100	n/a	n/a	n/a	n/a
% At or Above Proficient	95.8	n/a	n/a	n/a	n/a
% At Advanced	44.2	n/a	n/a	n/a	n/a
Number of students tested	190	n/a	n/a	n/a	n/a
4. Hispanic					
% At or Above Basic	100	n/a	n/a	n/a	n/a
% At or Above Proficient	100	n/a	n/a	n/a	n/a
% At Advanced	60.0	n/a	n/a	n/a	n/a
Number of students tested	5	n/a	n/a	n/a	n/a
5. Multiple Ethnicity					
% At or Above Basic	100	n/a	n/a	n/a	n/a
% At or Above Proficient	87.5	n/a	n/a	n/a	n/a
% At Advanced	25.0	n/a	n/a	n/a	n/a
Number of students tested	8	n/a	n/a	n/a	n/a
STATE SCORES					
% At or Above Basic	Not yet available	100	n/a	n/a	n/a
% At or Above Proficient	Not yet available	81.1	89.9	90.2	89.4
% At Advanced	Not yet available	14.8	n/a	n/a	n/a
State Mean Score	Not yet available	220.7	410.0	371.9	372.5

RESULTS FOR STATE CRITERION-REFERENCED TESTS

Display Table Mathematics

1998-2001 * High School Proficiency Test (HSPT)

2001-2003** High School Proficiency Assessment (HSPA)

Please Note: Students in 2002-2003 still have an opportunity to be retested this year.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	3/03**	3/02**	10/00*	10/99*	10/98*
SCHOOL SCORES					
% At or Above Basic	100	100	n/a	n/a	n/a
% At or Above Proficient	93.6	93.5	100	100	100
% At Advanced	51.7	41.5	n/a	n/a	n/a
Number of students tested	204	153	174	162	159
Percent of total students tested	100	100	98.3	97.6	98.1
Number of students excluded	0	0	3	4	3
Percent of students excluded	0	0	1.7	2.4	1.9
School Mean Score	242.9	245.5	437.9	447.5	450.0
SUBGGROUP SCORES					
1. Special Education					
% At or Above Basic	100	100	n/a	n/a	n/a
% At or Above Proficient	77.0	89.3	100	100	100
% At Advanced	30.8	21.4	n/a	n/a	n/a
Number of students tested	26	28	25	26	12
2. Limited English					
% At or Above Basic	100	100	n/a	n/a	n/a
% At or Above Proficient	100	50●	100	100	100
% At Advanced	0	0	n/a	n/a	n/a
Number of students tested	1	2	2	1	2
3. White					
% At or Above Basic	100	n/a	n/a	n/a	n/a
% At or Above Proficient	93.7	n/a	n/a	n/a	n/a
% At Advanced	50.8	n/a	n/a	n/a	n/a
Number of students tested	189	n/a	n/a	n/a	n/a
4. Hispanic					
% At or Above Basic	100	n/a	n/a	n/a	n/a
% At or Above Proficient	100	n/a	n/a	n/a	n/a
% At Advanced	60	n/a	n/a	n/a	n/a
Number of students tested	5	n/a	n/a	n/a	n/a
5. Multiple Ethnicity					
% At or Above Basic	100	n/a	n/a	n/a	n/a
% At or Above Proficient	87.5	n/a	n/a	n/a	n/a
% At Advanced	62.5	n/a	n/a	n/a	n/a
Number of students tested	8	n/a	n/a	n/a	n/a
STATE SCORES					
% At or Above Basic	Not yet available	100	n/a	n/a	n/a
% At or Above Proficient	Not yet available	68.4	91.4	92.3	92.0
% At Advanced	Not yet available	19.1	n/a	n/a	n/a
State Mean Score	Not yet available	216.4	437.9	395.0	394.9

- Student successfully completed Special Review Assessment

RESULTS FOR STATE CRITERION-REFERENCED TESTS

Display Table **Writing**

1998-2001 * High School Proficiency Test (HSPT)

(LAL combines Reading and Writing) 2001-2003 ** High School Proficiency Assessment (HSPA)

Please Note: Students in 2002-2003 still have an opportunity to be retested this year.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	3/03**	3/02**	10/00*	10/99*	10/98*
SCHOOL SCORES					
% At or Above Basic	100	100	n/a	n/a	n/a
% At or Above Proficient	95.6	96.7	99.4	100	98.6
% At Advanced	44.1	39.5	n/a	n/a	n/a
Number of students tested	204	153	174	163	159
Percent of total students tested	100	100	98.3	99.4	98.1
Number of students excluded	0	0	3	3	3
Percent of students excluded	0	0	1.7	1.8	1.9
School Mean Score	242.4	246.9	391.9	382.2	405.1
SUBGROUP SCORES					
1. Special Education					
% At or Above Basic	100	100	n/a	n/a	n/a
% At or Above Proficient	88.5	89.2	96●	100	100
% At Advanced	23.1	7.1	n/a	n/a	n/a
Number of students tested	26	28	25	27	12
2. Limited English					
% At or Above Basic	100	100	n/a	n/a	n/a
% At or Above Proficient	100	100	100	100	50●
% At Advanced	0	0	n/a	n/a	n/a
Number of students tested	1	2	2	1	2
3. White					
% At or Above Basic	100	n/a	n/a	n/a	n/a
% At or Above Proficient	95.8	n/a	n/a	n/a	n/a
% At Advanced	44.2	n/a	n/a	n/a	n/a
Number of students tested	190	n/a	n/a	n/a	n/a
4. Hispanic					
% At or Above Basic	100	n/a	n/a	n/a	n/a
% At or Above Proficient	100	n/a	n/a	n/a	n/a
% At Advanced	60.0	n/a	n/a	n/a	n/a
Number of students tested	5	n/a	n/a	n/a	n/a
5. Multiple Ethnicity					
% At or Above Basic	100	n/a	n/a	n/a	n/a
% At or Above Proficient	87.5	n/a	n/a	n/a	n/a
% At Advanced	25.0	n/a	n/a	n/a	n/a
Number of students tested	8	n/a	n/a	n/a	n/a
STATE SCORES					
% At or Above Basic	Not yet available	100	n/a	n/a	n/a
% At or Above Proficient	Not yet available	81.1	89.9	90.2	89.4
% At Advanced	Not yet available	14.8	n/a	n/a	n/a
State Mean Score	Not yet available	220.7	391.9	371.9	372.5

- Students successfully completed Special Review Assessment

Grade 12Test Scholastic Assessment Test (SAT)Edition/publication year AnnualPublisher Educational Testing Service (ETS)

What groups were excluded from testing? Why, and how were they assessed? The SAT is a voluntary testing program sponsored by The College Board to measure students' development of verbal and mathematical ability important for success in college. Students take the test to keep doors open for colleges that require this test for admission. Students generally take the test in the spring of junior year or the fall of senior year. The chart below summarizes data on the seniors in each of the five graduating classes included.

Scores are reported here as (check one): NCEs _____ Scaled scores X Percentiles _____

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	Varied	Varied	Varied	Varied	Varied
SCHOOL SCORES					
Total Score	1168	1146	1162	1167	1148
Number of students tested	150	167	156	158	165
Percent of total students tested	98%	99%	98%	97%	97%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%
SUBJECT SCORES					
Mathematics Score	590	578	589	596	584
Verbal Score	578	568	573	571	564
STATE SCORES					
Total Score	1016	1011	1012	1011	1008
Percent of students tested	85	76	77	77	78
SUBJECT SCORES					
Mathematics Score	515	513	513	513	510
Verbal Score	501	498	499	498	498
STANDARD DEVIATIONS					
Mathematics Standard Deviation	118	118	113	116	116
Verbal Standard Deviation	114	114	116	113	113
NATIONAL SCORES					
Total Score	1026	1020	1020	1019	1016
SUBJECT SCORES					
Mathematics Score	519	516	514	514	511
Verbal Score	507	504	506	505	505
STANDARD DEVIATIONS					
Mathematics Standard Deviation	115	114	113	113	114
Verbal Standard Deviation	111	111	111	111	111